# Program Plan

## 2007

Roadway
Safety
Professional
Capacity
Building
Program

**Roadway Safety Professional Capacity Building Program**
**Program Plan**

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*Abstract:*
The number, rates, consequences, and costs of fatalities on United States highways remain unacceptably high. In large part, our ability to reduce and mitigate crashes will depend upon the availability and skills of the safety workforce. The FHWA Office of Safety identified the needs of the highway safety workforce through a summit, survey, and preliminary needs assessment, and has responded to these needs with the creation of a Roadway Safety Professional Capacity Building (PCB) Program. This Program Plan was developed to help guide the creation, implementation and management of a Roadway Safety PCB Program, as well as to share the program's guiding plan with partners and stakeholders. This plan provides an introduction, describes the program and program context, identifies audiences and stakeholders, recommends program activities and communication strategies, and suggests evaluation approaches. Originally drafted in 2004 and refined in 2005, the plan was recently amended to include a multi-year tactical roadmap, recommendations for working with stakeholders, and a summary of 2007 program activities and interfaces.

**Roadway Safety Professional Capacity Building Program**

## Table of Contents

# Introduction: Why a Safety Professional Capacity Building Program?

There were more than 43,000 traffic fatalities in the United States in 2005. Despite ongoing efforts by a number of public and private organizations, the traffic fatality rate in the United States is still unacceptably high. In recognition of this, the United States Congress has raised the profile of safety with the passage, in 2005, of the Safe, Accountable, Flexible, Efficient Transportation Equity Act: A Legacy for Users (SAFETEA-LU). Improving highway safety is also one of the Federal Highway Administration's (FHWA) three Vital Few Priorities, the focus areas where FHWA believes that it can make the biggest difference.

What will it take to improve highway safety? Strengthening the safety workforce is one piece of the puzzle. Efforts to support the workforce to date have been complicated by the wide range of professionals whose daily decisions contribute to the overall state of highway safety. While there are excellent professional development resources available today, they are widely scattered and information about them may not be reaching the intended audience. No one body exists to bring the necessary information together.

Practitioners across the country need similar types of information and have identified areas that professionals working to improve highway safety today need to know about. These areas are:

- The fundamentals of safety;
- How to conduct crash data analysis and prioritize safety projects;
- Best practices and latest research results on safety improvements;
- Techniques for safety planning and evaluation; and
- How their peers are addressing safety problems.

To focus existing and future resources on highway safety professionals and to help leverage small operating budgets, FHWA's Office of Safety is creating a Roadway Safety Professional Capacity Building (PCB) Program. The PCB program will help to connect people who work on safety to each other and to information they need to perform their jobs more effectively, such as data on the state of the art and the state of the practice. This program is designed to increase awareness of safety throughout the transportation delivery process and across all 50 states.

## What Is Professional Capacity Building?

Professional capacity building focuses on increasing the knowledge, skills, and abilities of professionals in order to effectively achieve their organizational missions. Capacity building is related to professional development. A PCB program is a set of strategic actions to develop both individual and institutional knowledge, skills, and abilities in the targeted field. In contrast to professional development, which stems from an individual's idea of forming a career path, capacity building is an organization's response to its need to establish and develop the right knowledge, skills, and abilities within its current workforce. Capacity building bases itself on many different delivery methods, including training, education, technical assistance, mentoring, distance learning, and technology transfer. The delivery method used should be an appropriate

and relevant match for the intended audience and for the issues being addressed. Thus, capacity building, from an institutional perspective, is about developing the workforce to meet institutional and agency needs.

## Preliminary Needs Assessment

To better understand potential audiences and their respective needs, staff at the John A. Volpe National Transportation Systems Center (Volpe Center) conducted telephone interviews with state Department of Transportation (DOT) safety staff and performed a literature review. This work was supplemented with observations from the Transportation Research Board's (TRB) Highway Safety Workforce Subcommittee. Findings are summarized below and are fully detailed in *Roadway Safety Professional Capacity Building Program: Preliminary Needs Assessment*. The *Preliminary Needs Assessment* and other interim reports that were used in developing this Program Plan are listed in Appendix I: Resources.

*Findings*

- **There are relatively few full-time safety professionals today.** Highway agencies tend to promote the concept of "safety is everyone's job" and have very few positions that are explicitly devoted to improving safety. There are many more generalists than specialists working in safety; full-time safety professionals are few in number. While highway safety professionals who dedicate most of their work time to highway safety as such are few and far between, a wide variety of professions are involved in highway safety.

- **The number of safety professionals is expected to decrease.** The highway safety workforce is, on average, older than the transportation workforce as a whole, suggesting that the loss of institutional memory and experience may be particularly high in this profession. Many safety professionals are anticipated to retire over the next five years.

- **Despite good intentions, dispersed resources and responsibilities hinder agencies' ability to prioritize safety.** As previously noted, safety responsibilities are typically spread throughout departments of transportation. It may be difficult for an agency to make safety a priority when no single staff member or department is "in charge of" highway safety. In addition, securing funding for safety work is a perennial challenge. Some interviewees noted that the distinction between routine maintenance and safety improvements is not always clear and that safety funding does not always go to the latter.

- **Many agencies and organizations, both public and private, are working to improve highway safety in the United States.** These efforts include the American Association of State Highway and Transportation Officials (AASHTO) Strategic Highway Safety Plan, TRB's Highway Safety Manual project, and numerous United States Department of Transportation (USDOT) initiatives.

- **Behavioral, vehicular, and roadway safety initiatives are often not coordinated and can be confusing.** The issue of coordination has emerged at the program level, in interactions or the lack thereof among engineers, law enforcement officers, and education professionals.

*Needs*

- **Safety professionals need access to improved information and peer-to-peer communication to do their jobs better.** These are clear, high-priority needs derived from interviews with safety practitioners. Good information exists, but access to it is varied. New tools and technologies are constantly emerging, and safety professionals need training to make the best use of these new resources.

- **The need for training and technology transfer will increase as the workforce composition changes.** In light of expected retirements, coordinated training resources will become more important.

- **Training needs are highest for data collection and analysis.** This is a field where technology and best practices are rapidly changing. Staff in local agencies in particular may have difficulty accessing and interpreting data that are collected. Timely data input, good technical analysis, and effective use of information obtained are particularly desired.

## Why Roadway Safety?

In common American usage, *highway safety* as a field includes driver behavior, vehicular safety, and the safety of the physical infrastructure, whereas *roadway safety* typically refers only to the physical infrastructure. Planning, designing, and maintaining the physical infrastructure is a major responsibility of FHWA. Consequently, this program's primary focus will be on roadway safety. There is a great deal of overlap with the wider field, however, and the general term *highway safety* will be used throughout this document.

# Roadway Safety Professional Capacity Building Program

The Roadway Safety Professional Capacity Building (PCB) Program will be guided by a vision of the future of roadway safety to be brought about by implementation of the program. The program will also be guided by a mission statement that describes its purpose.

## Vision

To reduce fatalities and injuries by creating a well informed, professional roadway safety workforce that incorporates the science of safety into its practice.

## Mission Statement

The Roadway Safety PCB Program will develop a transportation workforce with the capacity to reduce the frequency and severity of crashes on the nation's roads and highways.

## Operating Principles

The Roadway Safety PCB Program will conduct activities in accordance with three basic principles: innovation, coordination, and timeliness.

- Innovation: Incorporating the latest technology and research into learning opportunities.
- Coordination: Working together with stakeholders to provide a multidisciplinary perspective.
- Timeliness: Providing the right information at the right time.

## Program Goals

Program goals are the concrete targets set for the program in its mission to advance the nation's safety workforce and promote the ultimate goal of a safer transportation system.

*Near-term:*
- Build awareness of the PCB program.
- Develop and promote resources that are beneficial to roadway safety professionals.

*Mid-term:*
- Develop a systematic body of knowledge that will be the first place to which professionals turn for information on safety training.

*Long-term:*
- Raise awareness of roadway safety within organizations and throughout the nation.
- Define and support the concept of a roadway safety professional within the transportation community.
- Ensure the availability of a safety workforce with the skills to reduce fatalities.
- Advance the state of the practice of roadway safety and professional capacity building.

## Program Context

The Roadway Safety PCB Program will add to a wide array of safety resources that already exist. Within the USDOT, five modal administrations—the Federal Highway Administration (FHWA), the National Highway Traffic Safety Administration (NHTSA), the Federal Motor Carrier Safety Administration (FMCSA), the Federal Transit Administration (FTA), and the Federal Railroad Administration (FRA)—as well as the Research and Innovative Technology Administration's (RITA) Intelligent Transportation Systems (ITS) Joint Program Office, are active in different facets of highway safety.

Within these agencies there are a growing number of other professional capacity building programs in areas such as intelligent transportation systems, transportation planning, and environmental competency.  Moreover, USDOT provides professional development and training resources through the Local and Tribal Technical Assistance Programs (LTAP/TTAP), the National Highway Institute (NHI), the National Transit Institute (NTI), and the National Training Center (NTC).

Outside of USDOT, professional organizations, advocacy groups, universities, and research institutions produce new research and disseminate findings to the field. Some groups, such as the Task Force on Highway Safety Workforce Development and the Transportation Curriculum Coordinating Council, have a particular focus on workforce issues. The Roadway Safety PCB Program will seek to partner with these organizations to receive stakeholder input and optimize the use and distribution of existing resources.

## Audiences and Stakeholders

### Audiences

The highway safety workforce is professionally diverse and is dispersed throughout the transportation delivery process. Members of the "4 Es"—engineering, enforcement, education, and emergency response—are involved, as are less commonly cited professions, such as transportation planning, roadway operations, and the judiciary. Unfortunately, safety professionals who dedicate most of their work time to safety are few and far between; safety is commonly a "collateral" duty.

Although many play a critical role in creating a safe environment for all roadway users, the initial primary audience for the Roadway Safety PCB Program will be professionals with safety responsibilities who work in transportation planning and roadway engineering and operations. These are primary areas served by FHWA. In the future, program materials will be designed to be useful to secondary audiences, including those working in education, enforcement, and emergency response as well as local and state decision makers and the general public.

### Stakeholders

The Roadway Safety PCB Program's success depends heavily on its relationships with stakeholders. Both members of the program audience and those who represent and serve them may be considered stakeholders. Examples of the latter include Federal agencies and field staff and professional organizations.

Three categories of stakeholders can be distinguished which have an interest in developing a high performing work force:

- *Like-minded organizations* include professional groups and individuals with missions similar to that of this program. Generally, such groups are interested in highway safety and technology transfer, and their audiences are likely a subset of the Roadway Safety PCB Program. They have an interest in whether or not the program succeeds and may serve as partners on individual projects.

- *Practitioners* are highway safety professionals and members of the primary and secondary audiences. They will look to the program to gain the skills and knowledge that they need to do their jobs.

- *Human resources and training staffs* will look to the program to provide information about competencies and the range of resources that exist for safety practitioners. They may also provide information to the program about available competencies and training resources.

These groups overlap, as shown in the figure below.

## Stakeholder Representation

To provide input into the program as a whole and its activities, the Roadway Safety PCB Program may rely upon three groups:

*Steering Committee* – A Steering Committee, less formal than an advisory committee and comprising five to ten members, would receive an annual report and, at the least, semiannual electronic program updates. Typical members would include associate administrators within USDOT and executive directors of professional organizations and transportation agencies.

*Coordination Committee* – A coordination committee or permanent technical committee will meet monthly or quarterly, by conference call or in person, to provide feedback on program direction and to coordinate related activities.  Members will be asked to read and review draft documents and project proposals. Typical members will include program managers within USDOT and committee chairs of professional organizations.

*Project-Based Working Groups* – Working groups functioning as technical advisory panels will be formed on an as-needed basis to provide a user's perspective on the development of new tools and resources. Working group meetings will generally be convened by web conference.

Due to its wide-reaching audience, the Roadway Safety PCB Program has more customers than could ever be represented in these stakeholder groups.  The Office of Safety has existing outlets for reaching and communicating with other organizations, such as membership on their councils and committees.  The Roadway Safety PCB program manager is already a member of many relevant organizations and serves on the boards of others.  This may obviate the need for these groups to be formally represented.  Consequently, members of these three bodies will be chosen to provide a broad range of expertise and input. (See Appendix II for an analysis of stakeholder groups and their functions.)

## Program Activities

As previously mentioned, the operating principles of the Roadway Safety PCB Program are innovation, coordination, and timeliness. To achieve these outcomes, the Roadway Safety PCB Program will provide resources and create opportunities for professional development and information dissemination in eight major areas:

- Workforce Development and Education
- Competencies and Curricula
- Training and Professional Development
- Information Sharing and Dissemination
- Technical Assistance
- Crosscutting Programs
- Strategic Communications
- Program Management

For each fiscal year, program activities will be focused around two thematic areas. The annual themes will be drawn from Office of Safety goals and objectives and will reflect stakeholder input. The Roadway Safety PCB Program will conduct a series of outreach and research activities on both themes during the year, with each activity building upon the last. Existing resources from partner agencies will be publicized and disseminated, and new resources will be created on the basis of the year's work.

Core competencies for roadway safety professionals will be used to guide program activities and resource development. The core competencies will incorporate the work performed in this field by NHTSA, FHWA, the Transportation Curriculum Coordination Council (TCCC), and others.

The list of possible program actions is not exhaustive; new strategies and projects will be developed as indicated through needs assessments, stakeholder feedback, and program evaluations.

### Workforce Development and Education

*Goals:*
- Prepare entry-level and mid-career professionals for a career in roadway safety.
- Provide resources for university educators.
- Better understand the supply side of workforce trends.

*Possible actions:*
- Coordinate a policy study through the TRB Joint Subcommittee on Workforce Safety Training and Education examining supply and demand of safety professionals, identifying evidence of knowledge gaps, and making recommendations for future resolution of any gaps found.
- Study the place of safety within the structure of state departments of transportation.
- Provide information on training opportunities through an online clearinghouse.

## Competencies and Curricula

*Goals:*
- Understand the necessary knowledge, skills, and abilities needed by the roadway safety workforce to ensure that current and future training, courses, and other resources provide the right information to the right target group.
- Provide resources for employers and employees to make better informed safety capacity-building decisions.

*Possible actions:*
- Develop and distribute highway safety core competencies.
- Work with partners to develop industry and position-specific subsets of core competencies.
- Study the potential for certification and credentialing programs.
- Guide users through identifying and obtaining the appropriate competencies.

## Training and Professional Development

*Goals:*
- Improve the knowledge, skills, and abilities of roadway safety professionals by creating the appropriate resources.
- Provide information on resources created and maintained both within and outside of USDOT.
- Reduce duplication of effort by providing information on existing training opportunities.
- Help training providers to keep materials up to date.

*Possible actions:*
- Catalog and coordinate training.
- Work with training providers to develop courses to fill gaps in current offerings.
- Develop tools to help training providers keep up with new research and new course offerings.
- Organize conferences.
- Create an online clearinghouse.

## Information Sharing and Dissemination

*Goals:*
- Provide a means for exchanging information on safety and professional development.
- Share information using appropriate channels of communication for the diverse roadway safety workforce.
- Reduce duplication of effort in the safety and technology transfer communities.

*Possible actions:*
- Create a program website.
- Create a moderated discussion board/listserv on highway safety.
- Publish an e-newsletter on safety training opportunities and research.
- Sponsor peer exchanges.
- Create channels for peer-to-peer communication.
- Attend conferences, exhibit program booth, and possibly sponsor sessions; consider sponsoring conferences.
- Operate and maintain an online clearinghouse of safety training information.
- Coordinate the provision of safety training information across programs.
- Publish white papers.
- Research, summarize, and distribute best practices.
- Conduct web conferences.

## Technical Assistance

*Goals:*
- Provide general guidance and customer-specific solutions for safety-related issues.
- Ensure that "the right information gets to the right people at the right time."

*Possible actions:*
- Conduct original research on topics to be defined through needs assessments, stakeholder feedback, and program evaluations.
- Sponsor peer-to-peer sessions and peer exchanges.
- Create a topical contact list of peers.
- Coordinate with FHWA Resource Centers.
- Conduct web conferences.
- Hold demonstrations.
- Create showcases.

## Crosscutting Programs

*Goal:*
- Collect, combine, and present information from different topical areas of roadway safety as appropriate.

*Possible actions:*
- Create a rural/local safety program.
- Sponsor peer exchanges.
- Conduct original research on topics to be defined through needs assessments, stakeholder feedback, the PCB Council, and program evaluations.

## Strategic Communications

*Goals:*
- Create program awareness.
- Maintain contact with current stakeholders.
- Alert stakeholders to new and updated resources.
- Disseminate best practices.

*Possible actions:*
- Create a program website.
- Publish an e-newsletter on safety training opportunities and research.
- Attend conferences, exhibit program booth, and possibly sponsor sessions or conferences.
- Produce a program brochure and folder to be mailed out and distributed at conferences.
- Create a recognizable program logo.
- Conduct a marketing study.
- Publish white papers.
- Conduct web conferences.

## Program Management

*Goal:*
- Provide FHWA managers and supervisors with the information they need to continually advance the Roadway Safety PCB Program toward its vision.

*Possible actions:*
- Create status reports.
- Perform a formal needs assessment.
- Document program activities.
- Create and maintain a program plan.
- Develop a program evaluation plan.
- Analyze stakeholder feedback.
- Coordinate and provide support to the Steering Committee.

## Roadmaps and Program Plans

A map of projects reflecting these activities can be organized in roadmaps and multi-year program plans, as shown in Appendix III. Appendix IV has been added to reflect specific activities in the current fiscal year.

# Roadway Safety Professional Capacity Building Program

## Communications Strategy

Different communications methods are appropriate for different purposes and audiences. Using a variety of methods, the Roadway Safety PCB Program will create program awareness, alert stakeholders to new and updated resources, and disseminate best practices.

### Electronic resources

The program website will be an always available, highly accessible face of the Roadway Safety PCB Program. All program materials should be available in an electronic format through the website. The website can also further peer-to-peer communication through a message board or listserv. As time progresses, additional electronic tools and databases will be available on the website.

### Printed materials

Printed materials are costly and may become outdated if ordered in large quantities. However, it is critical to make small quantities of most program materials available, as not all stakeholders will have reliable Internet access. Additionally, large quantities of certain publications with wide appeal may be desired. These printed materials create tangible products for stakeholders and help to further program awareness.

### Conferences

Conferences offer many opportunities to promote the program and its resources and to solicit feedback from stakeholders. The effective level of presence will vary according to conference type, audience, and current program initiatives, as shown in the chart below. A booth or display will be more effective if there are timely publications or tools to be handed out or new resources to be demonstrated. The RITA ITS Joint Program Office's annual *ITS/Operations Resource Guide* is an example of a publication that is popular with a wide cross-section of its target audience year after year.

| Conference Presence Range | | | | |
|---|---|---|---|---|
| *Lower* ←——————————————————————————→ | | | | *Higher* |
| Brochures, other printed materials to be distributed by another Federal program | Tabletop display | Full-size display | Session sponsorship | Conference sponsorship |

# Program Evaluation

To ensure effective use of program resources, both activity-specific and comprehensive program evaluation will be conducted. Evaluation activities will monitor progress toward program goals.

Program evaluation will be built into both one-time and ongoing activities. This will facilitate continuous assessment of users' needs and the program's success in meeting them. Continuous assessment should provide the program with timely information for developing new tools and resources.

In addition, a separate evaluation should be conducted at the conclusion of discrete activities and annually for ongoing program activities. A comprehensive program evaluation, which draws upon existing evaluation and assessment materials, should be conducted approximately every three years.

An annual report will be written at the conclusion of the fiscal year. The annual report will detail program outputs—for example, reports and electronic tools—and activity outcomes, as captured by the ongoing evaluation of program activities.

## Actions

*Initial:*
- **Develop a program evaluation plan.** Anticipate program evaluation needs when doing program planning.  Obtain stakeholder buy-in on the program's mission and goals, and link the goals to performance measures.

- **Conduct a needs assessment.** Document and maintain information on program audiences and their needs, expectations, and constraints regarding professional capacity building.

*Ongoing:*
- **Make maximum possible use of on-site questionnaires** immediately following training and other events.

- **Conduct follow-up reviews** six months to one year after an event to determine which actions related to the event have taken place.  To set up a review, discuss it (briefly) at the event and provide questions that will be used for it later.

- **Create and maintain a database of all PCB program stakeholders** and how they have participated in the PCB program (attended peer event, accessed on-line database, participated in training, etc.), with contact information, including postal address, telephone number, and e-mail address.

- **Seek and cultivate opportunities to collect data on recipients of program outreach,** such as instituting a business-card exchange at tradeshows.

## Appendix I: Resources

This Program Plan was based on the following documents:

1.  USDOT, FHWA Office of Safety

    a.  *Professional Excellence for Highway Safety Program (PE-HSP): Towards Organizational and Program Quality for U.S. DOT.* July 2002.

    b.  *Transition Plan: Workforce Planning, Education, and Training.* Attachment. August 2002.

    c.  *Results of a Safety Survey: Workforce Development for Transportation Professionals*, FHWA-SA-02-005, August 2002.

2.  USDOT, RITA Volpe National Transportation Systems Center:

    a.  *Safety PCB Summary Points,* Attachment, 2003.

    b.  *Highway Safety Interview Results: Summary Report* and *Highway Safety Interview Results: Needs and the Federal Role,* Attachment. May 17, 2003.

    c.  Rationale for the Safety PCB Program, Attachment. June 18, 2003.

    d.  *Preliminary Needs Assessment*, Report, January 2006. Includes Literature Review.

## Appendix II: Stakeholders

### Working Group and Steering Committee Models

Before creating a committee for the Roadway Safety Professional Capacity Building (PCB) Program, several questions must be answered. This appendix lays out the essential questions for discussion and provides examples from other programs. Once the framework is established, organization of the group could occur according to the sequence of events outlined under "Next Steps." For more formal committees, a charter could be drawn up to specify purpose, membership, process, and responsibilities.

### Purpose and Role

*What will the role of the committee be?*

It is important to clearly define the role of a group before convening one. Possibilities include:

- Contribute program materials.
- Partner in conducting program activities.
- Promote Roadway Safety PCB Program to the audience.
- Represent stakeholders.
- Provide feedback when asked to review specific items.
- Create visible accountability.
- Review program direction and suggest changes.

*Will the group have the authority to make any decisions?*

This is not recommended. The funding for this project comes directly from the Office of Safety, and approval authority should be retained there. In the same vein, the group should not be given the authority to set budget priorities.

*Will the group have any defined responsibilities?*

Responsibilities could include reviewing documents, participating in meetings, and circulating materials within members' agencies or organizations.

### Interaction

*What level of involvement will group members have with the program's day-to-day activity?*
Members will, by and large, be volunteering their time. They should be treated as a valuable resource and not burdened with too frequent communications or requests. Meetings should be held no more than twice each year.

*How will they be involved?*

- In-person meetings
- Web/teleconferences
- E-mail updates

Most likely, the group will participate using some combination of the above methods.

## Membership

*How many members should the group have?*

While diverse representation may be desired, it is important to remember that the difficulty of scheduling meetings increases with the number of members. This is especially relevant for more formal types of committees, which may have voting or approval requirements.

*Are there any special considerations for membership?*

Should members be drawn from both public and private organizations? Should all levels of government—Federal, state, regional, and local—be represented? Are they to be chosen to represent different disciplines?

This group represents an opportunity for members to access like-minded organizations and to promote the Roadway Safety PCB Program to their audiences. Members of the program's audience and its representatives may be candidates for membership. While an organization composed entirely of the latter runs the risk of becoming an "association of associations," it offers access to a wider audience. Members of the program audience are valuable additions, as they can provide an unfiltered "close to the ground" perspective.

*Will members be chosen on the basis of expertise or representation?*

Members may be chosen to provide expertise or discipline-specific knowledge or perspectives on program direction, or they may be selected to represent the interests of their organization.

Due to its wide-reaching audience, the Roadway Safety PCB Program has more customers than could ever be represented on a single committee. The Office of Safety has existing outlets for reaching and communicating with other organizations, such as membership on their councils and committees. The Roadway Safety PCB Program manager is already a member of many relevant organizations and serves on the board of others. This may obviate the need for these groups to be formally represented on the Roadway Safety PCB body. Consequently, selecting members on the basis of expertise may be a useful strategy.

*Will there be partner organizations outside of the committee?*

Some programs choose to formally or informally partner with agencies and organizations with similar missions, either at a programmatic level or on individual projects. If there are to be

Roadway Safety PCB partners, we may choose to formally extend an invitation at the outset or to approach likely partners as the need arises on a particular task or project.

## Committee Structure

*Informal discussion*
Transportation PCB (TPCB) program managers hold informal discussions with partner organizations on a regular basis to set priorities. These discussions allow TPCB program staff to keep in touch with their partners and audience without creating additional administrative burdens.

*Task-based user groups*
During development of the new Lessons Learned Knowledge Resource, the RITA ITS JPO created a user group to refine user needs and to test and provide comments on the user interface. Three user groups, comprised of Federal and state DOT staff and consultants, met four times in two-hour teleconferences, followed by a PowerPoint presentation that had previously been e-mailed to them. The groups provided specific comments that were used to improve the final product.

*Formal Steering Committee*
The Environmental Competency Building Program created a formal Steering Committee tasked with specific programmatic responsibilities. While the Steering Committee provides accountability and program direction, its large size and formal structure is somewhat unwieldy. Finding convenient meeting times has also proven to be complicated.

Other forms of input may be used, including:

- Working group
- Stakeholders' council
- Advisory committee
- Task force
- Leadership council

Due to the requirements of the Federal Advisory Committee Act of 1972 (FACA), the advisory committee format is not recommended for the Roadway Safety PCB Program.

## Market Segmentation

One method of evaluating stakeholders is a form of market segmentation whereby stakeholders are identified in a matrix on the basis of their distance (internal, external) and their level of involvement (address concerns, involve extensively, enlist as needed, keep informed).

## Program Manager Involvement

Although many partners may be asked to participate in the Roadway Safety PCB program, the program manager can also receive input and share information on safety training and professional development by working directly with partners on their own activities. For example, program manager involvement in the TRB Highway Safety Workforce Development Task Force and NCHRP panels provides a means for discussing needs and opportunities with the Governors Highway Safety Association (GHSA), academics, NHTSA, MMCSA, and other FHWA offices.

## Recommendation

The most likely role for the group is to provide feedback when asked to review specific items. It is recommended that the group be structured fairly informally. Membership choices will ultimately depend on the role of the group, but state and local representatives should be included if possible. Two kinds of groups seem to make sense for Roadway Safety PCB. An informal coordination group could serve as an ongoing resource to review plans and provide feedback. For individual projects, it may be preferable to convene task-based user groups that are representative of the audience for that project and separate from the ongoing working or coordination group. The former group might consist of five to seven members; the latter might comprise 10 to 30 participants.

The Roadway Safety PCB Program should consider establishing a Steering Committee, a Safety Training Coordination Group, and Project-Based Technical Panels; communicate with and involve other stakeholders as needed; and continue to be directly involved in relevant activities sponsored by partner organizations.

## Next Steps

- Reviewing models for Steering Committee.
- Draft charter (if necessary for chosen format).
- Select candidate members.
- Invite candidates to participate.
- Convene first meeting.

The table below provides recommendations for organizations that should be involved in the Roadway Safety PCB and their proposed/suggested roles.

| Sector/Institution/Unit | Entity Represented | Program Manager Involvement | Steering Committee | Coordination Group | Technical Panels | Enlist as Needed and Keep Informed | Liaison |
|---|---|---|---|---|---|---|---|
| **Federal** | | | | | | | |
| USDOT | Secretary | | | | | | Rick Capka |
|   PCB Council | All USDOT professional capacity building programs | ◆ | | | | ◆ | Ben Gribbon |
|  FHWA | Federal highways | | | | | ◆ | Jeff Lindley |
|   Office of Safety | Federal highway safety | | ◆ | ◆ | ◆ | ◆ | Mike Halladay, others |
|   HRDS | Highway safety research | | ◆ | ◆ | ◆ | ◆ | Mike Trentacoste, Susannah Reck |
|   RC–S&D TST | Technical service teams | | ◆ | ◆ | ◆ | ◆ | Pat Hasson |
|   PDP Program | Trainees | | | | ◆ | ◆ | HR |
|   OPCD | Internal development | | ◆ | | | ◆ | Joe Toole |
|    NHI | National Highway Institute | ▪ | | ◆ | ◆ | ◆ | Bill Williams, Tom Elliott |
|    KAT | Knowledge Applications | | | ◆ | ◆ | ◆ | Deb Gwaltney |
|    LTAP | Local technical assistance programs | ▪ | | ◆ | ◆ | ◆ | Mike Burke, |
|    University Program | Eisenhower Fellowship | | | | | ◆ | Henry Murdock |
|   Divisions | DA Safety Council | | ◆ | | ◆ | ◆ | Chair |
| | Safety specialists | | | | ◆ | ◆ | Various |
| NHTSA | Traffic safety | ▪ | ◆ | | ◆ | ◆ | Jack Oates |
|  TSI | Safety training | ▪ | | | ◆ | ◆ | Mike Baldwin, Allyson Coyle |
| FTA | Transit | ▪ | | | | ◆ | * |
|  NTI | Transit training | | | | | ◆ | * |
| FMCSA | Motor carriers | ▪ | | | | ◆ | * |
|  NTC | Training center | | | | | ◆ | * |
| **States** | | | | | | | |
| TCCC | | | | | | ◆ | Chris Newman |
|  Curriculum Committee | Competencies | ◆ | | | | ◆ | Doyt Bolling |
|  Training Committee | Training development | ◆ | | | | ◆ | * |
| AASHTO | DOTs | | | | | ◆ | * |
|  SCOHTS | Safety programs | | | | | ◆ | * |
|  SMSc | | | | ◆ | | ◆ | * |
|  SCOTE | | | | | | ◆ | * |
| NTTD | Training directors | ▪ | | | | ◆ | * |
| ASTE | Transportation engineers | | | | | ◆ | * |
| NAGHR | Highway safety reps | | | | | ◆ | * |
| **Local Government** | | | | | | | |
| LTAP | Training Committee | ◆ | | | | ◆ | Ed Stellfox |
| | Executive Committee | | ◆ | | | ◆ | * |
| APWA | Education Committee | ◆ | | | | ◆ | * |
| | Transportation Committee | ◆ | | | | ◆ | * |

# Roadway Safety Professional Capacity Building Program

| Sector/Institution/Unit | Entity Represented | Program Manager Involvement | Steering Committee | Coordination Group | Technical Panels | Enlist as Needed and Keep Informed | Liaison |
|---|---|---|---|---|---|---|---|
| NACE | County engineers | | | | | ◆ | Tony Giancola |
| Road Safety Subcommittee | County engineers | ◆ | | | ◆ | ◆ | Susan Miller |
| NACo | County officials– Transportation Committee | | | | | ◆ | * |
| IACP | Law enforcement | | | | | ◆ | * |
| **Private & Professional** | | | | | | | |
| ITE | Tp Education Section | | ◆ | | | ◆ | * |
| Foundation | Transportation engineering professional development | | | | | ◆ | * |
| ASCE | Civil engineers | | | | | ◆ | * |
| ARTBA | Transportation builders | | | | | ◆ | * |
| ATSSA | Traffic safety service employees | | | | | ◆ | * |
| RSF | Motorists | | | | | ◆ | * |
| **Academic** | | | | | | | |
| TRB | Transportation researchers | | | | | ◆ | * |
| T2 | Technology transfer agents | | | | | ◆ | * |
| Education | Transportation educators | ◆ | | | | ◆ | * |
| Safety Workforce | Safety workforce | ◆ | | | | ◆ | * |
| NCHRP | National transportation research projects | | | | ◆ | ◆ | * |
| CUTC | University transportation centers | ▪ | ◆ | | | ◆ | * |
| K-12 | High-school students | | | | | ◆ | * |
| | College students | | | | | ◆ | * |
| | Graduate students | | | | | ◆ | * |

◆ To be involved.
▪ Indirect involvement; representatives serve on same committees.
* To be determined.

# Roadway Safety Professional Capacity Building Program

## Appendix III: Multiyear Program Plan

| SAS | Activities | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 | Description |
|---|---|---|---|---|---|---|---|---|
| **D2** | **Safety Training and Capacity Building** | | | | | | | All Programs: Highway Safety Training, Safety Capacity Building, Corporate University, Rural Road Safety, Certification, FHWA, Local Safety Assistance, Clearinghouse, and Quality Assurance Programs. |
| **D2 a.** | **Workforce Planning and Development** | | | | | | | **Plan for future safety workforce, including Safety Workforce Policy Study.** |
| | TRB Safety Workforce Task Force | | | ◆ | ◆ | ◆ | ◆ | Support efforts and activities related to TRB Subcommittee ANB10-5 Highway Safety Workforce Development. |
| | TRB Policy Study on Safety Professionals | | | ◆ | | | | Complete efforts of TRB Policy Study panel, if needed. |
| | Highway Safety Workforce Planning Summit | | | ◆ | | | | Follow-up workshop to 2001 workshop in San Antonio, to be cosponsored by TRB, AASHTO, and ITE and to coincide with GHSA and SCHOTS meetings in September 2007. Will review outcomes and recommendations from 2001, summarize changes in the landscape since that time, and incorporate findings of the TRB policy study. |
| | DOT Safety Workforce Planning | | | ◆ | | | | Develop USDOT Safety Workforce Plan, which is explicitly integrated with transportation workforce plan. |
| | Promote safety education and profession | | | ◆ | ◆ | | | Encourage educational institutions to expand safety education based on model curricula. |
| | Advanced Workforce Planning Projects | | | | | ◆ | ◆ | (Co)sponsor strategic and necessary projects identified during implementation of other programs and from stakeholder input. |
| **D2 b.** | **Competencies and Curricula** | | | | | | | **Work with partners and stakeholders to establish knowledge, skills, and abilities for jobs related to highway safety.** |
| | Promote Core Competencies | | ◆ | ◆ | | | | Promote use of TRB Core Safety Competencies through newsletters, presentations, and FAQ. |
| | Highway Safety Competencies Course | | ◆ | | | | | Partner with NHTSA , FMCSA, NHI, TSI, NTI, and NTC to develop an NHI course that meets the core highway safety competencies developed by the TRB Task Force and published in March 2006.  No such crosstraining is currently available to USDOT employees. This would become the starting point for all new and mid-career safety professionals across modes and would be offered through multiple DOT sources. It would also be available to state DOTs and LTAP centers. |
| | Core Curricula Development | | | ◆ | ◆ | | | Develop core recommended curricula based on core competencies and assist in tailoring for specific users. |
| | TCCC Safety Competencies | | ◆ | ◆ | | | | Validate TCCC Safety Competencies among state DOT safety personnel, identify training available to meet these competencies, identify training gaps, and support safety matrix subcommittee. |
| | Competencies Clearinghouse | | ◆ | | | | | Develop framework and classification system to inventory highway Safety Competencies (TRB, TCCC, FHWA, NHTSA, DOT, others), to include in database accessible through existing PCB Clearinghouse; develop sustainable mechanism to link audiences to competencies to specific courses.  (See also  Clearinghouse efforts below.) |

| SAS | Activities | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 | Description |
|---|---|---|---|---|---|---|---|---|
| | Competencies Integration | | | ◆ | | | | Develop framework and coordinate Safety Competencies among DOT agencies, partners, and specific audiences. |
| | Local Safety Competencies | ◆ | ◆ | | | | | Refine and develop Safety Competencies for local transportation departments with stakeholder input, on the basis of core and national competencies; publish with guidance on use. Funding matched by LTAP to validate competencies and involve NLTAPA Training Development Committee. The competencies could then be used voluntarily to identify personnel and training needs, curricula, training availability, course content, and possible Road Safety Scholar credentials. |
| | Work Zone Curriculum Framework | | | | ◆ | | | Distribute, validate, finalize, and publish work zone curricula framework with recommendations for use. |
| | Update FHWA Competencies | | ◆ | ◆ | ◆ | | ◆ | Analyze, coordinate, and update competencies for FHWA field, headquarters, technical career tracks, and PDP. |
| | Model College Curricula | | | | | ◆ | | Develop and promote model curricula for college courses, specializations, certificate programs, and degrees. |
| | Research Safety Certifications | | | ◆ | | | | Identify credentials available to or required of highway safety professionals in the U.S. to determine the state of the practice and potential transferability. Catalog such credentials in Safety PCB Clearinghouse. |
| | Professional Certification Program | | | | | ◆ | | Work with NICET, ITE, and others to establish certification requirements for jobs related to highway safety. |
| | Advanced Competency Programs | | | | ◆ | ◆ | ◆ | (Co)sponsor strategic and necessary projects identified during implementation of other programs and from stakeholder input. |
| **D2 c.** | **Training Support** | | | | | | | **Continue to assist in developing training courses in other specific program areas.** |
| | Road Safety Scholar | | | ◆ | ◆ | ◆ | ◆ | Develop Road Safety Scholar curriculum and specific modules for Road Safety Scholar-type safety training. |
| | Sustainable Training | | | ◆ | ◆ | ◆ | ◆ | Help convert Safety Courses into sustainable formats: NHI, computer-based, train-the-trainer. |
| | Just-in-Time Training | | | ◆ | ◆ | ◆ | ◆ | Develop streamlined process to convert existing courses to web-based modules, and research other methods of making training available as needed instead of as scheduled. |
| | Audience-Oriented Case Studies | | ◆ | ◆ | ◆ | ◆ | ◆ | Develop interchangeable case studies and local versions of specific courses for unique audiences. Training courses are more successful when examples are current and familiar or are relevant to a specific audience. PCB funds would establish a contractor and a streamlined process to develop additional case studies for existing courses, working with existing instructors and subject-matter experts. Guidance on the development of new case studies would be offered simultaneously. |
| | Executive Summaries of Safety Courses | | ◆ | ◆ | ◆ | ◆ | ◆ | Contractors develop one printed sheet and one 20-minute PowerPoint presentation summarizing key points of FHWA and NHI highway safety training courses, in standard formats and in cooperation with subject matter experts. Such executive summaries are unavailable for most existing courses but have proven to be extremely valuable for participants to summarize what they learned, assist in implementation, promote the course, and communicate the most essential themes to decision makers who set policy but cannot be reached through full training courses. PowerPoint can be used by training participants and by FHWA personnel addressing executives one-on-one or at conferences. PCB funds would establish a streamlined process, which may be supplemented by other funds for topic-specific content. |

Roadway Safety Professional Capacity Building Program

| SAS | Activities | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 | Description |
|---|---|---|---|---|---|---|---|---|
| | Training Quality Assurance | | | | | | | Contractor to support PCB coordinator in reviewing new and developing highway safety training courses for consistency with contract, safety priorities, and safety training standards. This input has been very valuable throughout the development of new training courses and the conversion of courses to NHI courses. |
| | Training Development Guide | | ◆ | | | | | Complete and finalize (draft) Safety Training Development Guide, to serve as a tool for FHWA staff and contractors developing highway safety training courses, and other technology transfer tools for selecting the right product and the most cost-effective delivery system. Identify simple ways to help meet NHI course requirements without sacrificing technical content, budget, or delivery schedule. Much of this support is currently provided on an ad hoc basis, depending on the availability of the PCB program manager. These tools would also be shared with TCCC and NHI when Safety Courses are being developed. |
| | **Safety Training Research** | | | ◆ | ◆ | ◆ | ◆ | Provide for general research into safety training, including methods to evaluate impacts. |
| | Disseminate training evaluation methods | | | ◆ | | | | Devise strategies for tracking the effectiveness of training developed nationally but disseminated and delivered by independent providers. |
| | Improve safety presentation methods | | | ◆ | ◆ | | | Evaluate the relative effectiveness of PowerPoint as a delivery tool; explore and recommend improved instructional and technology transfer techniques. |
| | Publish white papers | | | | | | | Edit, assemble, and circulate, in limited distribution, highway safety education papers available but not previously published, along with a brief literature review, to help clarify the state of the practice. |
| | **Training Development** | | | | | | | Continue to develop and pilot training courses in a variety of specific program areas, based on key topics, research, and legislation as needed. |
| | Speed Management Pilots | | | | | | | Supplement Speed Management Workshop Guide Train-the-Trainer sessions. |
| | Presentation Modules for Guidebooks | | | ◆ | ◆ | ◆ | ◆ | Cosponsor training modules based on specific local and national guides and handbooks. |
| | Human Factors Workshops | | | | | | | Continue to offer direct training in Human Factors (separate budget). |
| | ITS and Safety | ◆ | | | | | | Specific course. |
| | Other specific courses in safety PCB line item | | | | | | | Specific course. |
| | Advanced Safety Training programs | | | | | | | (Co)sponsor strategic and necessary projects identified during implementation of other programs and from stakeholder input. |

| SAS | Activities | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 | Description |
|---|---|---|---|---|---|---|---|---|
| D2 d. | **Roadway Safety Professional Capacity Building (PCB) Program Delivery** | | | | | | | **Umbrella Highway Safety Professional Capacity Building Program. Includes conference, evaluation of impacts, model curricula, training resource products and publications, website, strategic plan, support of executive steering committee and working groups, university education development, and overall administration. Other programs would be promoted under this umbrella.** |
| | Conference or Summit | | | | | | | Highway Safety Workforce Development Summit. |
| | Safety Instructors Training Workshop | | | ◆ | | | | Hold three-day event to train up to 100 highway safety instructors to teach two to four new courses, potentially educating thousands of transportation employees. The workshop would consist of train-the-trainer sessions on multiple topics, with all necessary materials to teach courses provided. The NHI Instructor Development Course would also be offered to improve the teaching skills of subject matter experts and expand the pool of qualified instructors and their knowledge base over the next few years. Appropriate cosponsors would be sought. |
| | Safety Trainers P2P Program | | | ◆ | ◆ | ◆ | ◆ | This specialized P2P program would provide travel assistance, instructor mentoring, and coordination to help experienced safety instructors assist qualified instructors in teaching new Safety Courses for the first time. The program would also expand the number and enhance the teaching quality of highway safety instructors throughout the U.S. It would produce tangible, measurable results, simultaneously providing training and encouraging otherwise unscheduled events. The evaluation and tracking process will enable measurement of the quantity and quality of outputs, eventual outcomes (Level 4 evaluation), and return on investment. |
| | Impact Evaluation Program | | | ◆ | ◆ | | | Develop and maintain methods to evaluate the impacts of safety training programs and intervention in order to document successes and benefits/costs. |
| | Model Curriculum Projects | | | ◆ | | ◆ | | Develop model safety training curriculum for a variety of audiences. |
| | Safety Competency Integration | | | ◆ | | | | Finalize, compare, and integrate diverse safety competency projects; repackage local safety competencies. |
| | SCB Products and Publications | ◆ | | ◆ | ◆ | ◆ | ◆ | Produce glossy program plan and program brochures. |
| | Safety Capacity Building—Administration | | ◆ | ◆ | ◆ | ◆ | ◆ | Administer SCB. |
| | Website | | ◆ | ◆ | ◆ | ◆ | ◆ | Provide safety training and PCB pages for HSA website; prepare for Safety Training Clearinghouse. |
| | Advisory Committee Support | ◆ | ◆ | ◆ | ◆ | ◆ | ◆ | Support executive steering committee representing all stakeholders for input on strategic program plan. |
| | Finalize Strategic Program Plan | ◆ | ◆ | | ◆ | | | Finalize highway safety training/Safety PCB strategic plan and roadmap. |
| | Executive Secretariat | ◆ | | | | | | Undefined. |
| | Working Groups Support | | | ◆ | ◆ | ◆ | ◆ | Support several working groups of stakeholders in specific program areas. |
| | University Education | | | ◆ | ◆ | | | Support efforts to promote highway safety in university education, including courses, model curricula, model degree, and graduate certificate programs. |

| SAS | Activities | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 | Description |
|---|---|---|---|---|---|---|---|---|
| | Peer-to-Peer (P2P) Program and Network | | | ◆ | ◆ | ◆ | ◆ | Develop and maintain program to share safety expertise person to person, including peer exchanges and shared resources. Expand the P2P program now available only for road safety audits to other technical areas, with support from other programs. |
| | Safety Training Knowledge Management/COP | | | | ◆ | | | Support Safety Capacity Building communities of practice and knowledge management centers (e.g., Safety Exchange) information. |
| | SCP Non-training Technology Transfer Tools | | | ◆ | | ◆ | | Develop, promote, and distribute safety technical transfer tools beyond training courses, including showcases, fact sheets, knowledge management, communities of practice, innovative practices, distance conferencing, demonstrations, technology loaning programs, and pooled funds. |
| | Consortium for Improved Safety Training and Education | | | ◆ | ◆ | ◆ | ◆ | Support consortium of universities to jointly develop and deliver safety training, education, and certificates following completion of core safety competencies curriculum. |
| | Outreach | | | | | | | Attend conferences and meetings to promote highway safety training awareness. |
| | Newsletter | | | ◆ | ◆ | ◆ | ◆ | Create, publish, and distribute newsletter to safety training professionals. |
| | Training | | | | | | | Cosponsor training opportunities, especially for HST professionals. |
| | Brochure | | | ◆ | ◆ | ◆ | ◆ | Update and distribute program summary information. |
| | Miscellaneous | | | ◆ | ◆ | ◆ | ◆ | To be determined. |
| | Travel | ◆ | | ◆ | ◆ | ◆ | ◆ | Support coordination, promotion, outreach, and broad stakeholder communication for HST programs. |
| | Website | | | | | | | Maintain HST information on FHWA safety website. |
| | Safety Training Exhibit | | | ◆ | | ◆ | | Promote highway safety training and education, especially in focus areas and to strategic partners. |
| | Advanced Safety PCB Programs | | | ◆ | ◆ | ◆ | ◆ | (Co)sponsor strategic and necessary projects identified during implementation of other programs and from stakeholder input. |
| **D2 e.** | **Highway Safety Training Clearinghouse** | | | | | | | **Establish a clearinghouse for highway safety training information, to include database, materials, newsletters, website, and training.** |
| | Distribute Database and Materials | | | | | | | Distribute interactive Safety Training Resource Guide and other materials. |
| | Beta-Test Clearinghouse | | ◆ | | | | | Conduct structured beta test of Safety PCB Clearinghouse with target audiences, clarify feedback, and devise improvements scheme. |
| | Revise Safety Training Database | | ◆ | | | | | Maintain and expand STRG for online database of resources. Add new features and capabilities based on beta test. |
| | Clearinghouse Management | | | | | | | Maintain database. |
| | Update Safety Training Database | | ◆ | ◆ | ◆ | ◆ | ◆ | Correct and update data and develop automatic update methods to share among stakeholders. |
| | STRG On-Line | ◆ | | | ◆ | | | Put STRG online as searchable STRG database (done). |
| | Clearinghouse Web Design | | ◆ | | | | | Develop framework and draft website for Safety PCB Clearinghouse. |
| | Clearinghouse Integration | | ◆ | | | | | Cosponsor joint project to coordinate diverse related databases and clearinghouses on safety and training resources. |
| | Develop Clearinghouse Strategies | | | ◆ | | | | Develop framework and RFP to create and manage a safety training clearinghouse. |

| SAS | Activities | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 | Description |
|-----|-----------|------|------|------|------|------|------|-------------|
| | Clearinghouse Implementation | | | | ◆ | | | Contract with new organization to host safety training/Safety PCB Clearinghouse. |
| | Clearinghouse Permanence | | | | ◆ | | | Fund transition activities to institutionalize stand-alone clearinghouse. |
| | Advanced Clearing Programs | | | | | ◆ | ◆ | (Co)sponsor strategic and necessary projects identified during implementation of other programs and from stakeholder input. |

# Roadway Safety Professional Capacity Building Program

## Special Training Initiatives

Major new initiatives to provide highway safety training and tools supporting other major programs (detailed below) if funding became available.

| SAS | Initiative | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 | Description |
|---|---|---|---|---|---|---|---|---|
| **D2 f1 Strategic Highway Safety Training** | | | | | | | | Develop and provide training specifically needed for success of Strategic Highway Safety Plan. |
| | Strategic Highway Safety Training | | | ◆ | ◆ | ◆ | ◆ | Develop and provide training specifically needed for success of Strategic Highway Safety Plan, NCHRP 500 Series, and Focused Approach. |
| | Strategic Highway Safety Training Tools | | | ◆ | ◆ | ◆ | ◆ | Summarize training needs and resources for states to implement Strategic Highway Safety Plan and NCHRP 500 volumes specific to roads and highways. Customized reports for lead states. Brochures. |
| | Focused Approach to Safety Training | | | ◆ | ◆ | ◆ | ◆ | Summarize training needs and resources to support Focused Approach to Highway Safety and Opportunities; include detailed competencies and training courses on intersections, lane departures, pedestrians, and safety management. Brochures. |
| | Advanced Strategic Safety Programs | | | | ◆ | ◆ | ◆ | (Co)sponsor strategic and necessary projects identified during implementation of other programs and from stakeholder input. |
| **f2 FHWA Safety Training Program** | | | | | | | | **Programs provided directly by Office of Safety or for DOT personnel.** |
| | FHWA HQ Safety Training Series | | | ◆ | ◆ | ◆ | ◆ | Provide miniseminars and speaker series to FHWA and USDOT employees at and around headquarters. |
| | FHWA Safety Training Summit | | | | | ◆ | | Hold FHWA internal meeting with division safety engineers, resource center safety team, and technology transfer agents. |
| | Safety Leadership Summit and Series | | | ◆ | ◆ | ◆ | ◆ | Hold fly-in summit for division administrators and develop subsequent executive seminar series. |
| | FHWA  Safety Training—Administration | | | ◆ | ◆ | ◆ | ◆ | Manage HSA Safety Training Program. |
| | FHWA Safety (Leadership) Conference | | | | ◆ | | ◆ | Hold annual meeting of FHWA safety specialists and leadership to support FHWA safety priorities and local deployment. |
| | Eisenhower Safety Fellowships | | | ◆ | ◆ | ◆ | ◆ | Supplement Eisenhower fellowship program safety applicants not otherwise funded. |
| | Student Assistance—Internships | | | ◆ | ◆ | ◆ | ◆ | Provide support and assistance for programs and educational opportunity for student interns interested in safety and education. |
| | Safety Training School in USDOT University | | | | ◆ | ◆ | ◆ | Provide support for Highway Safety School in USDOT corporate university. Includes administration, curriculum management, course development, internal coordination. |
| | Safety 101 | | | ◆ | ◆ | ◆ | ◆ | Update Federal Aid and FHWA101 Safety Module. |
| | Advanced DOT Safety Training programs | | | ◆ | | | ◆ | (Co)sponsor strategic and necessary projects identified during implementation of other programs and from stakeholder input. |

| SAS | Initiative | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 | Description |
|---|---|---|---|---|---|---|---|---|
| **f3 Safety Training Quality Assurance** | | | | | | | | **Safety Training Integration: programs to ensure that all training and certification has the latest and most accurate information and standards for highway safety. Includes quality assurance for NHI, partners, and untapped resources.** |
| | Safety Training Quality Assurance—Administration | | | ◆ | ◆ | ◆ | ◆ | Administrative support for ST Quality Assurance Program. |
| | NHI Course Review and Update | | | ◆ | ◆ | ◆ | ◆ | Includes review of safety and other courses for latest safety information and standards and provides for full update and overhaul of 2-3 courses. |
| | Safety Training Integration | | | ◆ | ◆ | ◆ | ◆ | Program to identify and facilitate the inclusion of highway safety in all training opportunities, especially nontraditional mechanisms. |
| | Safety Training Review Service | | | ◆ | ◆ | ◆ | ◆ | Will review any training program sent to us for opportunities to insert or correct the latest highway safety techniques and standards to ensure that the broad network of training providers are themselves providing the most recent and accurate information. |
| | Training Quality Assurance Programs | | | ◆ | ◆ | ◆ | ◆ | Cosponsor regular review of NHI and partner training for latest safety information. |
| | Training Quality Checklists | | | ◆ | ◆ | ◆ | ◆ | Develop checklists for specific training subjects so providers can ensure that their own courses address the latest topics. |
| | Advanced Quality Programs | | | | | | | (Co)sponsor strategic and necessary projects identified during implementation of other programs and from stakeholder input. |
| **f4 Joint Safety Training and Assistance Program** | | | | | | | | **Provides dedicated funding to LTAP Centers for Safety Training, reducing competition with other demands (e.g., materials); cosponsored by Local Safety Programs.** |
| | Joint Local Safety Assistance Program | | | ◆ | ◆ | ◆ | ◆ | Provides dedicated funding to LTAP Centers for Safety Training, reducing competition with other demands (e.g., materials). |
| | Safety Circuit Riders | | | | | | | Separately funded. |
| | Local Safety Competencies and Curricula | ◆ | | | ◆ | | | Repackage competencies for local governments and develop Road Safety Scholar Model Curricula. |
| | Roadway Safety for Local Officials | | | ◆ | ◆ | ◆ | ◆ | Develop partnerships |
| | Advanced Local Safety Training Programs | | | ◆ | ◆ | ◆ | ◆ | (Co)sponsor strategic and necessary projects identified during implementation of other programs and from stakeholder input. |
| **f5 Safety Training Research** | | | | | | | | **Provides for research specific to highway safety education and evaluation; supports related TRB subcommittee.** |
| | Safety Training Research | | | | | | ◆ | Provide for general research into safety training, including methods to evaluate impacts. |
| | Disseminated Training Evaluation Methods | | | | | | | Develop strategies for tracking the effectiveness of training developed nationally but disseminated and delivered by independent providers. |
| | Improved Safety Presentation Methods | | | | | | | Evaluate relative effectiveness of PowerPoint as a delivery tool; explore and recommend improved instructional and technology transfer techniques. |
| | Advanced Safety Training Research | | | ◆ | ◆ | ◆ | ◆ | (Co)sponsor strategic and necessary projects identified during implementation of other programs and from stakeholder input. |

| SAS | Initiative | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 | Description |
|---|---|---|---|---|---|---|---|---|
| | **f6 Support Training for SAFETEA-LU** | | | | | | | **Will provide training to support SAFETEA-LU and the specific programs it defines.** |
| | Rural Road Safety Training | | | ◆ | ◆ | ◆ | ◆ | Provide training to support Rural Road Safety Program as envisioned by NACO in SAFETEA-LU. |
| | HSIP and Planning Training Support | | | ◆ | ◆ | ◆ | ◆ | |
| | Work Zone Safety, Efficiency and Grants Training | | | ◆ | ◆ | ◆ | ◆ | |
| | Toll Facility Safety Training | | | ◆ | ◆ | ◆ | ◆ | |
| | Safety Routes to Schools Clearinghouse | | | ◆ | ◆ | ◆ | ◆ | |
| | Older Drivers and Pedestrians Training Support | | | ◆ | ◆ | ◆ | ◆ | |
| | Highway Feature Training Support | | | ◆ | ◆ | ◆ | ◆ | |
| | TSIMS Training Support | | | ◆ | ◆ | ◆ | ◆ | |
| | Safety Innovative Deployment Training Support | | | ◆ | ◆ | ◆ | ◆ | |
| | Advanced Highway Safety Training Programs | | | ◆ | ◆ | ◆ | ◆ | (Co)sponsor strategic and necessary projects identified during implementation of other programs and from stakeholder input. |

SAS – links to specific line items in the FHWA-HSA *Strategic Approach to Safety Tactical Roadmap* and *Narrative*.

# Roadway Safety Professional Capacity Building Program

## Appendix IV: 2007 Activities

The following table is interpreted from the HSA Spending Plan for 2007, which is based on budgets applied to other Roadmaps and Multiyear Program Plans.  The table includes possible training activities.

| RSPCB Activities In FY 2007 |
| --- |
| Activity |
| **Safety Training and Capacity Building** |
| **A.  Workforce Planning and Development** |
| A1. Highway Safety Workforce Development |
| **B.  Competencies and Curricula** |
| B1. Safety Certification Training |
| B2. Safety Professional Core Course |
| **C.  Training Support** |
| C1. Interchangeable case studies and local versions |
| C2. Develop executive summaries of FHWA and NHI courses |
| C3. Safety Quality Assurance—Training Upgrades |
| C4. Safety Training Quality Assurance—Training Review |
| **D.  Roadway Safety PCB Program Delivery** |
| D1. Expand P2P Program |
| D2. Professional RSPCB Product Production |
| D3. Support for general administration of Safety PCB |
| D4. Coordination, outreach, and stakeholder communication |
| D5. Update clearinghouse/database |